

# MODULE DESCRIPTOR

Please do not type in grey areas of the form. All fields should be completed. Checkboxes should be double-clicked and the default value set to Checked or Not Checked as appropriate.

## SECTION A: MODULE DETAILS

<b>Module Title</b>	<b>Data Insight for Business Decisions</b>						
<b>Short Title</b>	<b>Data Metrics</b>						
<b>Module Code</b>	<b>MG413</b>	<b>Date of First Approval</b>			<b>September 2018</b>		
<b>Responsible Department</b>	<b>Bucks Business School</b>	<b>Date of Version</b>			<b>September 2018</b>		
<b>FHEQ Level</b>	<b>Level 4: Certificate</b>	<b>Version No.</b>			<b>1</b>		
<b>Credit Value</b>	<b>15 Credits</b>	<b>Expected Length</b>			<b>15 weeks</b>		
<b>Status</b>	<b>Approved</b>	<b>Regime of Delivery</b>			<b>Campus Based</b>		
<b>Semester taught</b>	S1 <input checked="" type="checkbox"/>	S2 <input checked="" type="checkbox"/>	S3 <input type="checkbox"/>	SB <input type="checkbox"/>	S1A <input type="checkbox"/>	S2A <input type="checkbox"/>	SBA <input type="checkbox"/>
	T1 <input type="checkbox"/>	T2 <input type="checkbox"/>	T3 <input type="checkbox"/>	T4 <input type="checkbox"/>	Other <input type="checkbox"/>	Other <input type="checkbox"/>	Other <input type="checkbox"/>

## SECTION B: MODULE DESCRIPTION

<b>Brief Description</b>
The module examines the importance of collection and managing data to facilitate informed business decision making. Businesses are faced with an ever-increasing volume and range of data and the module will develop the ability to selectively analyse different data sets to provide insight for effective decision making. The module covers both qualitative and quantitative forms of data collection and use of appropriate software for the analysis and interpretation of data to provide insight into business and management research issues.

<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• Secondary sources of reliable and robust data for business analysis.</li> <li>• Measurement techniques for a range of business contexts.</li> <li>• Metrics and KPI's for measuring and monitoring organisational performance.</li> <li>• Problem scoping and setting aims and objectives to ensure an effective research effort.</li> <li>• Introduction to types of data and collection methods used in decision making:             <ul style="list-style-type: none"> <li>○ Qualitative versus quantitative research data</li> <li>○ Primary versus secondary research sources and techniques</li> <li>○ Survey and questionnaire design</li> <li>○ Sampling</li> </ul> </li> <li>• Application of statistical techniques to a variety of business problems.</li> <li>• Processes for identifying and interpreting data, including Excel, Google analytics, Google forms.</li> <li>• Identification of potential weaknesses in research approach adopted.</li> <li>• Legal requirements relating to the collection, use and storage of data and information.</li> </ul>

## SECTION C: MODULE OUTCOMES

On successful completion of the module, the student will be able to:	
1.	Identify and select relevant sources of data and information for decision making.
2.	Plan, implement and critique a programme of research.
3.	Apply various analytical tools and techniques to gain insight into a specific research issues
4.	Analyse and present information to support decision making.

Key Skills Matrix		
	<i>Developed</i>	<i>Assessed</i>
Information Acquisition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical thinking, analysis and synthesis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Self-reflection	<input type="checkbox"/>	<input type="checkbox"/>
Communication Skills: Oral	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Communication Skills: Written	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Information & Communications Technology (ICT)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy & Quantitative Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Problem Solving & Decision Making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Independent & Self-managed Learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Working with Others	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## SECTION D: MODULE STRATEGY

Employability / Career Development Statement
<p>This module develops and assesses the students' skills in the areas of data analysis and research to facilitate informed decision making. The emergence of digital technology as an embedded element in all aspects of an organisation and the growth of data arising from this via 'Big Data' reflects the volume, velocity, variety of sources of information that are now available to inform business decisions. This is also being seen in the continuing growth of automation of processes within organisations via AI and machine learning, which may have longer term implications for students' career development. It is therefore essential that students on all degree programmes are equipped with robust numeracy skills to secure employment in a data driven working environment and for their future career prospects.</p> <p>Generic skills such as willingness to learn, teamwork, communication, independent working, adaptability, and creativity will be enhanced.</p>

Learning & Teaching Strategy
<p>Sessions on Data Metrics will include seminars and computer workshops.</p> <p>The purpose of the seminars is to understand the scoping and structuring of a research problem and to develop the students' understanding of how qualitative and quantitative research methods help in the decision making process. Students will work on a selection of materials including case studies, datapacks etc. in groups and analyse how quantitative methods can help improve the business decision process in organisations.</p> <p>The computer workshops will develop the students' ability to collect and analyse data and information. The students will be required to run a program of research and utilise Google forms and Excel to process this data and gain insight into the research issue identified. The aim is to give</p>

students an overall understanding of issues, skills and techniques and then to provide learning and assessment environments whereby these can be applied within a context that relates to their specific career pathway.

### Assessment Strategy

Coursework 1 will be a group presentation covering the initial stage of the research process including problem scoping, problem structuring and initial exploratory research results.

Coursework 2 will be a group presentation of the results of the descriptive research stage (incorporating charts, graphs and other statistical outputs) and provide insight and problem solutions into the research issue identified.

Several topics of research may be utilised and tailored to the individual areas of degree specialisms ie. Business Marketing, and HR to ensure relevance to the students of the topic selected.

## SECTION E: SCHEDULED LEARNING AND TEACHING

<b>Notional Hours</b>	
1 Credit is equivalent to 10 notional learning hours (30 credits = 300 learning hours). All hours should be calculated based on what an individual student might be expected to receive.	
<i>Category (Please refer to <a href="#">QAA Guidance</a> in completing this section)</i>	<i>Total Hours</i>
<b>Scheduled Learning and Teaching Activities (SLTA)</b>	
Lectures (incl. virtual and face to face contact)	
Seminars (incl. virtual and face to face contact)	45
Tutorials – per individual student (incl. virtual and face to face contact)	
Project supervision (incl. virtual and face to face contact)	
Demonstration (incl. virtual and face to face contact)	
Practical classes and workshops	
Supervised time in studio/workshop/rehearsal space	
Fieldwork, e.g. survey work, data collection	
External visits, e.g. visits to sites, museums or collections	
<b>Sub-total: SLTA</b>	<b>45</b>
<b>PLUS Guided Independent Study (GIS)</b>	<b>105</b>
<b>PLUS Placements / Study Abroad / Work based Learning</b>	
<b>TOTAL (Sub-total of SLTA plus GIS, plus Placements)</b>	<b>150</b>

## SECTION F: ASSESSMENTS

Summative Assessment Regime				
ID	KIS Category/Activity Type & Brief Description (Please refer to: <a href="#">QAA Guidance</a> in completing this section)	Learning Outcomes Assessed	Weighting % or P/F	Indicative Week No.
PR1	Practical Exam: Oral Assessment and Presentation: Presentation of exploratory research stage	1	30%	7
PR2	Practical Exam: Oral Assessment and Presentation: Presentation of descriptive research stage and problem solution.	2,3&4	70%	15
<b>Module Pass Requirements:</b> Standard Regs apply				

## SECTION G: ACADEMIC RESOURCES

Key Texts
<ul style="list-style-type: none"> <li>Bryman,A.Bell,E.(2015) <i>Business research methods</i>.4<sup>th</sup> ed. Oxford: Oxford University Press</li> </ul>

© 2017 Buckinghamshire New University